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ABSTRACT

One of seven booklets on Special Olympics Sports Skills Instructional Programs, this guide presents an instructional program for volleyball coaches working with mentally retarded persons. The instructional program presents information on the following topics: long term goals; short term objectives; modifications and adaptations of equipment, sport rules, and playing areas; sports skill assessments (criterion referenced measures to determine the student's present functioning level within the sport or skill); teaching skills; skill sequence; task analyses; teaching suggestions; an infusion chart that relates the sports skill to general academic areas; student skill chart for marking the student's sports skill performance throughout the program; and terminology and resources. Volleying, serving and spiking, and defensive skills are presented for two levels of volleyball skills. Additional sections focus on team tactics, rules, and sportsmanship. (CL)

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SPECIAL OLYMPICS

VOLLEYBALL

Sports Skills
Instructional Program

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FOREWORD

In the Special Olympics program, coaches play a unique and indispensable role. It is they who impart to Special Olympians the sports skill and competitive spirit that define the true athlete.

But, they are far more than teachers. They are role models in the building of character; they assist in the development of the whole person. They give Special Olympians the most immediate awareness of their own worth, their ability, their courage, their capacity to grow and improve.

To be a coach in Special Olympics demands qualities of mind and spirit that transcend knowledge of specific games or events. But the foundation of good coaching is still competence and solid grounding in the fundamentals. Therefore, I cannot emphasize enough that sound training of coaches and athletes alike is the basis for everything we do in Special Olympics.

This Special Olympics Sports Skills Instructional Program was developed and tested by coaches, teachers and parents—it is written and illustrated so that coaches at every level of experience can improve their skills in working with Special Olympians.

Followed carefully and consistently, the Sports Skill Instructional Program will raise the level of all Special Olympics coaches and give to Special Olympians and their families the gift of pride and accomplishment that comes with doing something well.

Eunice Kennedy Shriver

Eunice Kennedy Shriver

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Photo by Ken Regan

INTRODUCTION TO PROGRAM

The Sports Skills Instructional Program is designed for mentally retarded persons who may exhibit any number of associated learning impairments. The program can be administered by the regular physical education teacher, the adaptive physical education specialist, the special education teacher, the recreation leader or the therapeutic recreation specialist. In addition, the Special Olympics coach, parent and volunteer will find the Sports Skills Instructional Program extremely helpful in preparing Special Olympians for competition. The Sports Skills Instructional Program is based on the premise that people entering the program have mastered the primary (motor) and perceptual motor skills. They must also possess a sufficient level of fitness to enable them to acquire the skills and knowledge necessary for learning a particular sport skill.

In November of 1975 a legislative landmark, the Education for All Handicapped Children Act (Public Law 94-142), was signed into law. The law guarantees all children the right to free appropriate public education. As defined in section 121.24 of the law, the term "special education" means specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, *instruction in physical education*, home instruction, and instruction in hospitals and institutions. The importance of physical education in the total education of a handicapped child is evident in that physical education is the only subject area specifically addressed in the definition of special education. The Sports Skills Instructional Program has been designed to meet and comply with the requirements of Public Law 94-142.

The Instructional Program utilizes goals, short term objectives, task analyzed activities, assessments and teaching suggestions for individualizing and integrating sports skills instructions into other subject areas of the student's curriculum. Each sport has been task analyzed by physical educators and recreators who have had previous success in teaching that particular sport to mentally retarded individuals.

Field Testing

During 1979-1981, the Sports Skills Instructional Program was field-tested among public and private schools, residential centers, activity centers and recreational agencies. Over 100 teachers and 2000 students were utilized in the test effort in the states of Arizona, California, New Jersey, New York, North Carolina and Wisconsin. Support for the program was justified by positive reactions and feedback from recreation, physical and special education professionals throughout the country. Collection and analysis of field test data revealed that the Sports Skills Instructional Program provided a systematic instructional process resulting in the development and improvement of sports skills among mentally retarded individuals.

Each sports skill unit complies with the requirements and regulations of Public Law 94-142 and can be written into the student's individualized education program.

Format of Special Olympics Sports Skills Instructional Program

The format of each Special Olympics sports skills instructional unit is:

- **Overview**—definition of activity, instruction/rules, equipment/supplies, relevance/appropriateness to student, ease of adaptation, and prerequisite skills.
- **Long Term Goal**—a statement of expected student behavior after the learning experience.
- **Short Term Objectives**—statements of specific student behaviors relative to the goal statement. Generally, the criteria for acceptable performance has been purposely omitted from the behavioral objective. In order to individualize teaching, the teacher of the sports skill unit should realistically determine the criteria based on the:
  (1) present ability of the student.
  (2) potential ability of the student.
  (3) behavioral limitations of the student.
  (4) behavioral limitations of the environment.
- **Modifications and Adaptations**—equipment, sport rules, and playing area to ensure successful participation by the student.
- **Sports Skill Assessment**—criterion referenced test to determine the student's present level of functioning within a specific sport or skill. Pre-tests and post-tests related to teaching skill, skill sequence and tasks.
- **Teaching Skill**—identifies the skill to be learned.
- **Skill Sequence**—sequenced behavior in which the learner must engage in order to demonstrate acquisition of the skill or knowledge described in the objective. Again, the teacher/recreator should determine the criteria for acceptable performance.
- **Task Analysis**—further analysis of skill into detailed steps which the student must master in order to demonstrate proficiency in that skill.
- **Teaching Suggestions**—suggestions of methods and materials to foster successful mastery of the skill by the student.
- **Infusion Chart**—sports skill in relation to general academic areas such as social studies, reading/language, home economics, arts, physical education, science, math, health, and industrial arts.
- **Student Skill Chart**—chart to mark the student's sports skill performance throughout the program.
- **Terminology and Resources**—glossary of terms, bibliography and resources (printed and audio-visual materials.)

ORGANIZATION OF TRAINING SESSION

Every Special Olympics program needs professional guidance and supervision, even though most of the training and supervision can be and usually is handled by volunteers—teachers, parents, high school and college students, church organizations, civic groups, military organizations, etc.. For example, volunteer coaches should be trained by professionals in physical education and sports.

The method and manner by which you conduct your program will in large part determine your success as a teacher/coach. While teaching, approach your students enthusiastically and present the day's lesson in an enjoyable manner. Remember, Special Olympians return the excitement and enthusiasm transmitted to them by you. There are a variety of things you can do as a planner and instructor to create a positive, acceptable human environment to support learning in a group.

Ready to Start

You've attended a Special Olympics Training School and you're ready to teach your students. Four students have received volleyball instruction in the past year and the remaining six students are new to your class. In order to determine the volleyball ability among your students, administer the Sports Skills Assessment—Level I. The test enables you as the instructor to assess the ability range of your class. High ability level students should be evaluated using the Sports Skills Assessment—Level II.

Once the tests have been administered, individualize each practice so each student works on the skill area he/she needs the most improvement in. If a Special Olympian shows problems shooting, review the basic steps in performing a shot as outlined in this guide. On the other hand, if an athlete scores well on the shooting section, provide instruction in advanced shooting techniques (e.g., sweepshot) or have the athlete practice a skill that he/she is not as proficient in performing. Another alternative for a Special Olympian who excels in various sports skills is to use him/her as a player/coach.

Plan 5-10 minutes at the beginning of each class to properly warm up. Students should stretch and perform conditioning exercises as part of their warm up. Each class should offer 25-30 minutes to sports skills instruction. Mark each athlete's progress on the Student Skill Sheet. Always come to the class prepared. Know what you are going to do and how you are going to do it. Allow for possible modifications or adaptions to the original plan as needed. Finish each class with a fun group or game activity. At the end of the unit, review the Student Skill Sheets to determine your students' improvement. End the class on a positive note by praising the good things you have seen and giving a group cheer.

HINTS TO BE A GOOD TEACHER

- RELAX. Attempt to learn the rhythm and style of your class.
- Be flexible. Alter instruction to meet the need of a particular student or group.
- Set realistic goals for each student.
- Don't expect immediate results in skill learning—patience, patience and more patience.
- Always plan and understand lesson thoroughly.
- Stand and face students during instruction.
- Participate in activity with students. Stay active.
- Teach by indirection as well as direction. Students are great imitators.
- Allow the student plenty of time to become familiar with each skill before teaching another skill.
- Be firm and maintain good discipline.
- Be quick to praise.
- Provide brief and clear instructions.
- Always point out the positive before correcting: "Julie, your shot looks much better, but try to get in a better shooting position.
- Use confidence builders. Always attempt to prevent student from encountering repeated failures.

HINTS FOR ORGANIZING A GOOD CLASS

- Use the playing area to your best advantage. If in the gym assign students to set the standards and return the balls.
- Organize stations by ability. Color code ability groups (i.e., Green—Beginner; Blue—Rookie, etc.). No one should be standing around while you arrange things. Keep everyone busy!
- Keep students informed of changes in schedule or activities.
- Introduce students to one another and orient them to the instructional setting.
- Demonstrate the sport skill whenever and as frequently as possible.
- Keep the fun in fundamentals. Use a game approach.
- Devote a part of each class period to group activity.
- If an activity is going well, it is often useful to stop the activity while interest is high.

SPORTS SKILLS INSTRUCTIONAL PROGRAM FOR MULTIHANDICAPPED INDIVIDUALS

The Special Olympics Sports Skills Instructional Program applies to all Special Olympics participants including those who are multi-handicapped. Special Olympics has an objective of offering meaningful opportunities and competition to multi-handicapped individuals. Regardless of the severity of their handicaps. Various adaptations and modifications of the Special Olympics Sports Skills Instructional Program should be made based upon the needs of the participants. See modification/adaptations section of this guide.

The Sports Skills Instructional Program can also be helpful in improving the quality of life for adult participants. Regular exercise that includes a progressive program of activities—walking, jogging and sports activities—can improve cardiovascular fitness and maintain a healthy body and vigorous mind. It is important to recognize that many older participants may have been leading relatively sedentary lives; hence, training should progress slowly enough so as to avoid injuring the individual in the early stages. Special efforts should be made to enhance motivation and insure that training is an enjoyable experience. The overall aims of training should be to improve fitness and encourage an enjoyable and beneficial use of leisure time.

VOLLEYBALL

This Volleyball unit can best be utilized to teach skills, to improve eye-hand coordination, quickness, and alertness, and to increase the student's general level of fitness. The sports skills needed to participate in a game of volleyball are passing, blocking, spiking and serving. Instruction in these skills, as well as game rules and strategy, will comprise this unit.

Volleyball is a popular team sport for individuals of all ages and ability levels. It is played by two teams of six players. Each team attempts to pass the ball over the net without letting the ball touch the ground. A point is awarded to the serving team when its opponent commits a foul or violation. The team which scores 15 points and is at least two points ahead is the winner. The game may be modified by changing the size of the court, the number of players, the ball size and weight, the height of the net, and the number of hits per side.

Volleyball is an excellent leisure activity due to physical exercise, relative simplicity of the skills involved and the socialization and teamwork inherently involved in the game. The phenomenal growth of volleyball is probably due to the game's simplicity, enjoyment, and general excellence as a physical activity.

GOALS/OBJECTIVES/BENEFITS

1

LONG TERM GOAL

The students will acquire basic fundamental skills, appropriate social behavior and functional knowledge of the rules to enable them to successfully participate in a regulation or modified game of volleyball.

2

SHORT TERM OBJECTIVES

1.0 Given demonstration and practice the student will properly warm up before each practice or game.

2.0 Given demonstration and practice the student will execute the necessary skills to perform Level I volleyball skills.

3.0 Given demonstration and practice the student will execute the necessary skills to perform Level II volleyball skills.

4.0 Given regulation of modified game the student will exhibit good team tactics at all times.

5.0 Given regulation or modified rules and scoring the student will adhere to those scoring rules and regulations while playing a modified game.

6.0 Given a regulation or modified game of volleyball the student will exhibit good sportsmanship with teammates and opponents at all times.

3

BENEFITS

- Volleyball develops eye-hand coordination, agility, speed and body control.
- Volleyball improves total fitness.
- Volleyball teaches teamwork.
- Volleyball provides action.

CLOTHING

Clothing

Clothing must be suited to the activities involved. In general, this means loose, comfortable, non-confining clothing and well-fitted shoes that are appropriate for the activities being performed. Proper fitting and clean uniforms tend to give athletes a boost. Although the saying "You play as well as you look" has never been proven one way or the other, many athletes and coaches continue to believe in it.

Shirts

Shirts should provide comfort and a good appearance while allowing freedom of movement in the shoulder area. A t-shirt is recommended. Make sure the length of the shirt is long enough to tuck into a pair of shorts or warm up pants. Shirts on Special Olympics teams should display numbers.

Shorts

Gym shorts with waistbands that fit snugly around the waist are recommended. Shorts should provide the athlete with comfort and good appearance. The elastic waist band should help keep the shirt in place. Loose shorts cause athletes discomfort, breaking their concentration.

Socks

Tube socks made of good material will last an entire season, giving support and a good appearance. Loose or stretched socks look sloppy and provide no calf support. Because of the continuous stop and go action in volleyball, it is recommended that two pair of socks be worn to absorb the shock and prevent blisters.

Shoes

Probably the most important piece of clothing a volleyball player wears is a pair of volleyball shoes. Shoes that hurt can impede the student's play and concentration. Volleyball shoes should fit properly and provide good traction. Strong duck canvas uppers (high tops) provide the best ankle support. Cushioned insole, arch and heel support are also important features of a good volleyball shoe.

Warm-Up Suits

Warm-up suits should be worn when playing volleyball in cold weather (outside) or when warming up prior to a practice or game. Medium weight cotton sweatshirt and pants are excellent and inexpensive warm-ups.

TEACHING SUGGESTIONS

- **Discuss the types of clothes to be worn when playing volleyball.**
- **Discuss the importance of wearing properly fitted clothing.**
- **Point to advantages and disadvantages in various types of clothes which can be worn.**
- **Show pictures of clothes which are appropriate for volleyball.**
- **Using a flannel board and felt cut-out articles of clothing, have the student properly dress the figure.**
- **Take students to a volleyball game and point out clothes being worn.**

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COURT PREPARATION

Court Preparation

The gymnasium or playing area, whether inside or outside, should be defined and small enough to discourage disorganized running about. This permits more time to spend on useful activities and less on disciplinary measures. The surrounding area should provide minimum physical hazards that might result in injury to a student or damage to the school or its equipment.

A level surface and volleyball net and standards are the main prerequisites needed to play volleyball. Volleyball can be played either in a gymnasium, outside on a beach or on a field. The court dimensions can be modified depending on the ability of the students, number of players and/or the available playing area.

Before playing volleyball, the court area and surrounding area should always be cleared and in a safe condition for play. An uncluttered environment provides fewer distractions to the student while learning. Therefore, do not set up equipment until you are ready to use it. Debris and excess water should be cleared before and during a game to prevent possible injury.

TEACHING SUGGESTIONS

- **Discuss the official boundaries of a volleyball court with the student.**
- **Using a flannel board, have the student identify the official boundaries.**
- **Take the student to a gym/outdoor court and demonstrate how to establish the boundaries.**
- **Assist the student in marking off the court.**
- **Discuss and point out what objects are to be removed from the playing area.**
- **Walk student around court area pointing out debris.**
- **Have student prepare court by removing debris.**

EQUIPMENT

Equipment must be safe for athletic use. Use proper equipment at all times and teach students to use equipment and perform all activities the "right" way, first time and every time, for safety's sake. Keep playing areas free of clutter and debris. Be alert to safety hazards and problem areas and do whatever is necessary to avoid them.

TEACHING SUGGESTIONS

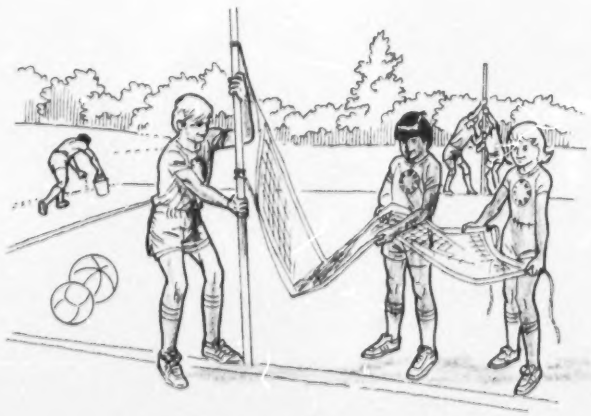
- **Show student the equipment used in volleyball.**
- **Name each piece of equipment as you show it and give the use for each piece of equipment.**
- **Display equipment used in volleyball and have student name each piece used.**
- **Display a variety of sports equipment and have the student select the equipment used for volleyball.**
- **Discuss the importance of taking care of all sports equipment.**

Volleyballs

Leather covered volleyballs are the most commonly used balls for practice and everyday use. Balls should be inspected on a regular basis for proper inflation and possible defect. Students should be instructed not to sit on or kick the balls. Beach balls, balloons and nerf balls are recommended for athletes having difficulty hitting and controlling the volleyball.

Volleyball Net Standards

A volleyball net consists of a pair of standards and a net. The regulation height of the net for men is 2.43 meters and for women 2.30 meters. For instructional purposes, it is recommended that the net be lowered based on the student's ability. Students should be instructed to refrain from pulling or hanging on nets or standards.



INSTRUCTIONS

The Sports Skills Assessment is designed to determine the athlete's present level of functioning within a specific skill or sport and to determine the athlete's progress through training.

In administering the test, observe each athlete as he/she performs each test item. Score the athlete accordingly by checking the box located to the left of the task performed. If there is any question as to the athlete's competence in a particular skill, require the athlete to perform the task 3 out of 5 times.

After scoring each athlete, add up the total number of boxes and indicate the athlete's present level of ability (i.e., Beginner, Rookie Champ.) If the athlete is performing at a higher level than measured in the Skills Assessment—Level I, re-evaluate the athlete utilizing Skills Assessment—Level II.

Skill Assessment—Level One

Pre Score	Post Score	Test Item #1: **Volleying Skills**
☐	☐	Makes an attempt to hit or tap a ball in the air.
☐	☐	Hits a suspended ball in an upward motion.
☐	☐	Keeps a balloon, beachball or nerf ball in the air for 15 successive hits.
☐	☐	Hits a balloon, beachball or nerf ball passed by teammate.
☐	☐	Catches a volleyball on one bounce.
☐	☐	Hits volleyball over 6′ net.
		Test Item #2: **Serving Skills**
☐	☐	Tosses a ball with an underhand throwing movement towards the net.
☐	☐	Tosses a ball with an underhand throwing movement over the net.
☐	☐	Serves the ball towards the net.
☐	☐	Serves from the middle of the court 10′ behind the net.
☐	☐	Performs an underhand serve over a 6′ net.
☐	☐	Performs an underhand serve over a regulation height net.

Pre Score	Post Score	Test Item #3: **Bumping (Digging) Skills**
☐	☐	Makes attempts to forearm bump a ball.
☐	☐	Holds hands in proper position for forearm bump.
☐	☐	Bumps a balloon, beachball or nerfball in a forward direction.
☐	☐	Bumps a balloon, beachball or nerfball over the net.
☐	☐	Bumps a volleyball over a 6′ net.
☐	☐	Hits the ball below the waist with an underhand motion with fingers spread and an open hand.
		Test Item #4: **Defensive Skills**
☐	☐	Stands in one place.
☐	☐	Follows flight of ball as opponent hits ball.
☐	☐	Moves to meet the ball.
☐	☐	Gets in ready position to return volley.
☐	☐	Makes attempt to block/stop opponent's volley.
		Test Item #5: **Knowledge of Game**
☐	☐	Stops when the whistle blows.
☐	☐	Knows when the ball is in or out of boundaries.
☐	☐	Participates a little; recognizes teammates and opponents.
☐	☐	Knows how to start game with volley.
☐	☐	Understands rotation.

check the appropriate skill achieved:

_____ **PRE SCORE**	☐ 0-10 BEGINNER ☐ 11-20 ROOKIE ☐ 21-30 CHAMP	_____ **POST SCORE**

☐ 0-10 BEGINNER ☐ 11-20 ROOKIE ☐ 21-30 CHAMP	_____ **APPROXIMATE TRAINING TIME**

1.0 Given demonstration and practice the student will properly warm up before each practice and competition.

STRETCHING EXERCISES

1. Perform a straddle stretch exercise properly.

TASK ANALYSIS

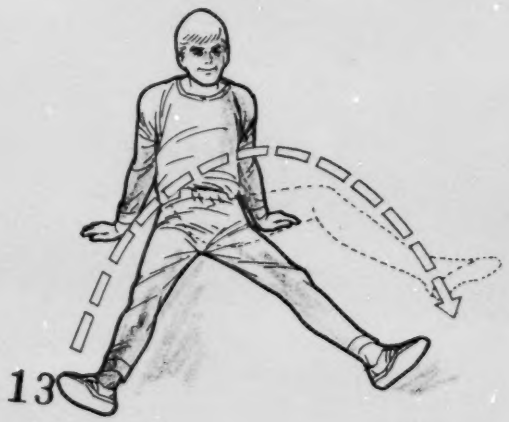
a. Stand with feet shoulder width apart, hands on hips.
b. Slowly bend trunk as far left as possible and hold for 10 seconds.
c. Bend trunk to the front and hold for 10 seconds.
d. Bend trunk to the right and hold for 10 seconds.
e. Bend trunk to the back and hold for 10 seconds.
f. Repeat exercise 3 times.

2. Perform body bend exercises.

TASK ANALYSIS

a. Stand with feet slightly apart.
b. Extend arms and reach high overhead.
c. Bend from waist and arch backward as far as possible.
d. Bend forward as far as possible swinging arms forward and trying to touch ground with hands.
e. Return to starting position.
f. Bend to left as far as possible, then to right.
g. Hold each stretch for 10 seconds.
h. Repeat 3 times.

3. Perform a sitting crossover exercise.



TASK ANALYSIS

a. Sit with legs spread as far apart as comfortably possible and hands on floor out to sides and behind body.
b. Bring right leg across left leg and touch right heel to floor.
c. Work at bringing as far over to opposite side as possible.
d. Repeat to opposite side.
e. Try crossing each leg over alternately as above but touch knee to floor instead of heel.

4. Perform a straddle stretch exercise properly.

TASK ANALYSIS

a. Assume a seated position with legs straight and straddled as wide as possible.
b. Place hands around ankle or foot of one leg.
c. Slowly pull chin toward knee.
d. Hold stretch for 5 seconds. Do not bounce.
e. Repeat sequence for other leg.

5. Perform a leg kick exercise properly.

TASK ANALYSIS

a. Assume a standing position.
b. Kick each leg alternately high into the air.
c. Keep legs as straight as possible.

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2.0 Given demonstration and practice the student will execute the necessary skills to participate in Level I volleyball skills.

FOREARM PASS

1. Hits a beachball three out of five times.

TASK ANALYSIS

a. Place hands together.
b. Focus eyes on the ball.
c. Hit a suspended ball in an upward direction.
d. Attempts to hit suspended ball three times consecutively.
e. Hits a beachball in an upward direction.
f. Hits beachball in desired direction or to teammate.
g. Hits ball at least three times consecutively.

TEACHING SUGGESTIONS

- **Utilize beachballs, nerf balls, and/or balloons when first teaching the skill to students.**
- **Turn the student to face the direction of ball travel. Stand next to the student. Place the hands or both palms face up and one hand is held in front of the other. Rotate the elbows inward so the forearms are together and parallel to the floor. Stand behind the student and slightly bend the knees by pushing your knees against the back of the student's knees. Tilt the head back so the student can watch the ball.**
- **Tape an X on the floor. Vary the direction the ball is traveling so the student must turn and position himself/herself to face the ball.**
- **Have the student get ready to forearm pass. Touch the flat side of the forearms and wrists to indicate where the student should contact the ball. Stand next to the student, with one hand holding the student's hands together. Place the other hand on the elbows to hold the arms close together and flat.**

2. Forearm pass a beachball/volleyball at waist height 2 out of 3 times.

TASK ANALYSIS

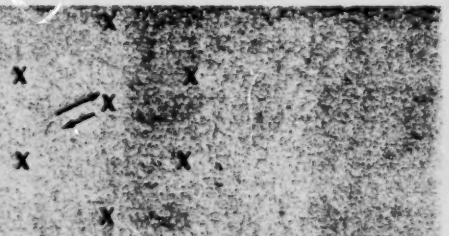
a. Face the oncoming ball.
b. Place feet approximately shoulder-width apart.
c. Distribute weight evenly.
d. Bend knees slightly.
e. Place arms and hands below the waist, extending in front of the body.
f. Hold palms facing up, one hand placed in the other.
g. Place forearms together.
h. Focus eyes on the ball.
i. Contact the ball on the flat side of the forearm or wrist.
j. Maintain a stationary arm position so the ball rebounds off the arms (does not strike the ball or follow through).
k. Extend knees to raise the arms upward upon contact.
l. Complete the pass standing straight up, arms parallel to the floor.
m. Pass the ball over the net or to a height of at least 3 to 4 meters.

TEACHING SUGGESTIONS

- **Hold the student's hands together with one hand and place the other hand on the elbows. Guide the student so the ball rebounds off the arms and the student does not follow through.**
- **Kneel next to the student. Extend one hand across the student's knees and the other across the back of the legs above the knees. As the student contacts the ball, move hands together to straighten the knees.**
- **Stand behind the student. After the student passes the ball, place one hand on the waist and the other on the shoulder. Guide the student to a standing position.**
- **Stand behind the student and hold the waist. As the student contacts the ball, lift upward to indicate the force necessary to pass the ball over the net at least 3 to 4 meters in the air.**
- **Height of net should be adjusted according to age and strength of the student and the type of ball used. It may be difficult to achieve height with lightweight ball.**

DRILLS

Self-Volley—Give each student a ball. Have him/her keep the ball in the air as long as he/she can.
Variation—Time how long each student can keep the ball up in the air or count the greatest number of consecutive hits.
Passaround—Pass the ball around to each person in a formation.



Circle Volleying—Arrange students in a circle. First player passes ball to another player, who volleys it to another. Keep the ball in the air as long as possible.

OVERHEAD PASS

1. Hit a beachball three out of five times.

TASK ANALYSIS

a. Form triangular area with fingers.
b. Focus eyes on the ball.
c. Hit a suspended ball in an upward direction.
d. Attempt to hit suspended ball three times consecutively.
e. Hit a beachball in an upward direction.
f. Pass beachball in desired direction or to teammate.
g. Hit beachball at least three times consecutively.

TEACHING SUGGESTIONS

- **Turn the student to face the direction of ball travel. Move the feet shoulder-width apart. Stand behind the student and slightly bend the knees by pushing your knees against the back of the student's. Tilt the head back so the student can watch the ball.**
- **Stand at different spots in the room. Hold the ball above your head. Have the students face the ball and assume the ready position.**
- **Have the student get ready to overhead pass the ball. Move the student's arms above shoulder level and bend the elbows so they point outward.**
- **Touch all the fingers to indicate where the student should contact the ball.**
  Stand behind the student and grasp the forearms to keep his thumbs and index fingers close together as the student contacts the ball.
- **Have the student assume the ready position to overhead pass. Stand in front of the student and grasp the forearms and straighten them upward and forward.**

VOLLEYING SKILLS—LEVEL I

2. Overhead pass a beachball/volleyball with both hands above shoulder height 2 out of 3 times.

TASK ANALYSIS

a. Face the oncoming ball.
b. Place feet approximately shoulder-width apart.
c. Bend knees slightly.
d. Tilt head back with eyes on the ball.
e. Contact the ball with open palms, using all fingers curved forward.
f. Extend knees and arms upward and forward upon contact above shoulders.
g. Follow through in the direction the ball is to travel.
h. Pass the ball over the net or to a height of at least three meters.

TEACHING SUGGESTIONS

- **Kneel next to the student. Extend one hand across the student's knees and the other across the back of the legs above the knees. As the student straightens the arms to pass, move your hands together to straighten the knees.**
- **As the student passes the ball overhead grasp the forearms and manipulate them so after the ball is passed, the arms momentarily remain extended toward the net and the fingers point above the net.**
- **Stand behind the student and grasp the waist or hip area. As the student contacts the ball, lift upward to indicate the force necessary to pass the ball over the net (three meters in the air).**
- **Height of the pass should be adjusted according to the student's physical ability and the type of ball used. It may be difficult to achieve height with light weight balls.**

Skills

Wall Volley—A smooth wall is needed. A line is drawn on the wall 2 meters above and parallel to the floor. One player begins by tossing the ball above the line on the wall and attempts to keep it in play by volleying. Players should change frequently or can change after a miss.

SERVING SKILLS—LEVEL I

SERVE

1. Throw the ball over the net 3 out of 5 times.

TASK ANALYSIS

a. Stand behind the end line.
b. Throws the ball with an underhand motion towards the net.
c. Throws the ball underhand over the net.
d. Throws the ball underhand to designated areas of opponent's court.

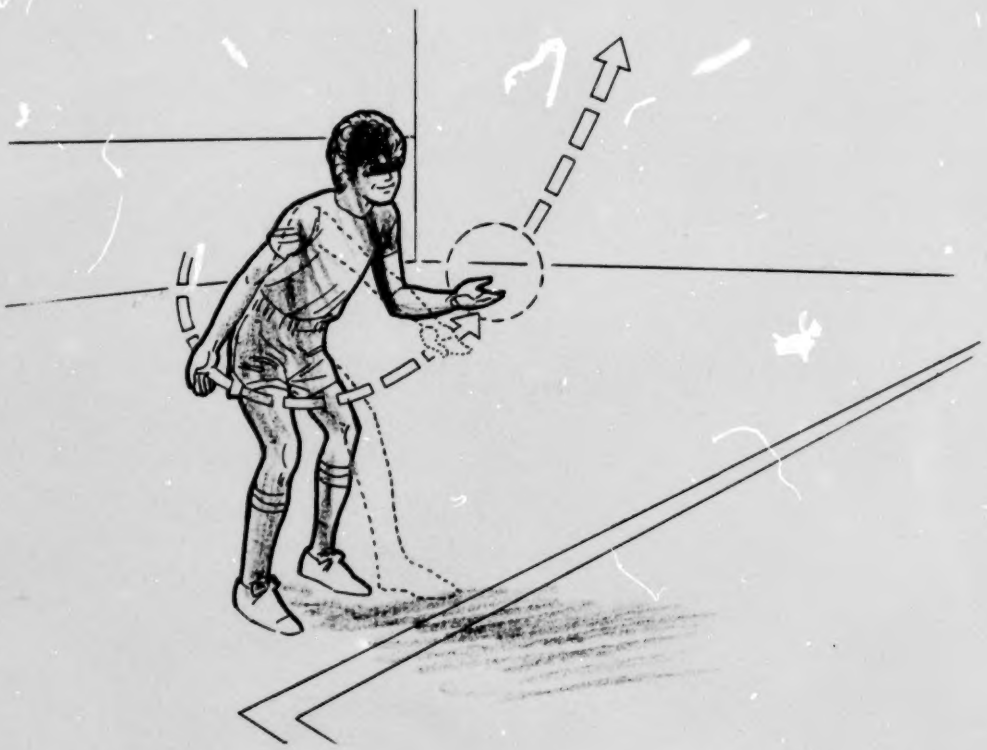
2. Serve a beachball/volleyball over a 2 to 2.5 meter net into the opponent's court 2 out of 3 times.

TASK ANALYSIS

a. Stand behind the back court boundary line facing the net.
b. Place feet shoulder-width apart.
c. Hold ball in nondominant hand.
d. Extend arm across the body at waist level in front of swing arm.
e. Focus eyes on the ball.
f. Hold serving arm straight down and back.
g. Bring serving arm forward with full pendular arm motion under the shoulder in a vertical plane to contact the ball.
h. Stride forward with foot opposite the striking arm.
i. Strike center of volleyball with heel of serving hand.
j. Follow through in direction of the ball toward the net.

TEACHING SUGGESTIONS

- **Model the ready position facing the net, feet shoulder-width apart, ball held by nondominant hand with arm extended across the body at waist level and in front of serving arm.**
- **Place footprints behind the back court boundary line to show where the student should stand.**
- **Move the student's feet shoulder-width apart. Manipulate the nondominant arm to reach across and in front of the student, holding the ball an arm's length away and position so when the right (left) arm swings up, the palm will strike the ball dropped by the holding arm.**
- **Point from the student's eyes to the ball. Turn the student's head so he/she faces the ball. Watch to be sure focus is on the ball. Point to the ball (touch/mark the ball) when necessary to correct focus.**
- **Stand next to the serving side (dominant hand) of the student and manipulate the serving arm in a vertical swing to hit the ball.**



TEACHING SUGGESTIONS

- Manipulate the serving hand so the palm faces forward. Extend the wrist to 45 degrees so the heel of the hand is forward. Touch the heel of the student's hand to indicate where the hand should contact the ball. As the student holds the ball, point to the center of the ball on the side closest to the student to show where the ball should be contacted. Manipulate the student's arm and hand so the heel of the hand faces the net and contacts the center area of the ball.
- Stand to the nonserving side of the student. Move the foot opposite the serving arm forward (left for right-handers, right for left-handers) as the student moves his serving arm forward to serve the ball. Lift the student's back right (left) foot off the floor to help weight transfer.
- Tape footprints on the floor to indicate stance with a step forward. (A piece of tape may be used instead of footprints for the student to step over.)
- Emphasize contact to be made with flat surface of the bent fingers and palm of hand simultaneously under the ball. Do not allow student to serve the ball with wrist contact.
- Discourage students from tossing ball before serving.

3. Serve the ball over the net while remaining behind the end line three out of five times.

TASK ANALYSIS

a. Assume serving position.
b. Keep foot behind the end line.
c. Execute proper skill sequence while serving.

TEACHING SUGGESTIONS

- **Stand to the serving side of the student to serve the volleyball. As the student serves, manipulate the arm so after the serve it follows through in the direction the ball is to go.**
- **Stand on the nonserving side of the student. Tell the student to serve the volleyball. Move the left (nonserving side) foot (right for left-handers) so it does not go over the end line.**
- **Provide a regulation volleyball court. Place footprints on the floor. Allow students to practice the volleyball serve.**
- **Tell the students to serve without the volleyball. Practice serving using the correct arm and leg sequence.**

NOTE: Serving should emphasize successful serves beginning with short distances and increasing as skill is acquired. Serving practice should first be back and forth between individuals and later across a net.

DRILLS

Serving—Two teams face each other from opposite sides of a volleyball court. All players serve from behind the base lines. The ball is served back and forth across the net. There should be some method of taking turns, but a rigid order is not required. Two or more volleyballs should be used in the drill.

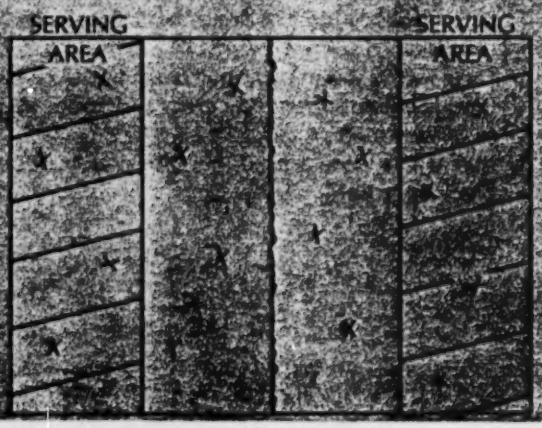
Circle Serve—One athlete gets in the middle of a circle. Have him serve the ball to a player on the circle who catches and serves the ball back. Continue until the middleman has served to everyone in the group; rotate so that every athlete has a turn in the middle. Include same variations and adaptations as outlined for circle volley (Cycle 3).

Shower Service Ball—*Playing Area:* A volleyball court, each half occupied by one team. Players are scattered in no particular formation. A line, parallel to the net, is drawn through the middle of each court.
Players: 6 to 12 on each team.
Supplies: 4 to 6 volleyballs.
Skills: Serving, catching.
The game involves the skills of serving and catching. To start the game, the volleyballs are divided between the teams and are handled by players in the serving area. The serving area is between the base line and the line drawn through the middle of each court.

Balls may be served at any time in any order, just so the server is in the serving area (back half) of his court. Any ball that is served across the net is to be caught by any player near the ball. The person catching or retrieving a ball from the floor moves quickly to his serving area and serves. A point is scored for a team whenever a served ball hits the floor in the other court or is dropped by a receiver. Two scorers are needed, one for each side.

TEACHING SUGGESTION

- **As the athletes improve, all serves should be made from back of the base line.**



BLOCKING

1. The student will jump and block a spiked beachball/volleyball 2 out of 3 times.

TASK ANALYSIS

a. Face the net.
b. Move into position to jump.
c. Position feet shoulder-width apart.
d. Bend knees slightly.
e. Focus eyes on the ball.
f. Jump vertically so that maximum height is achieved when the ball is spiked.
g. Raise and extend arms above the head; hold hands close together with fingers opened, wrists in line with arms.
h. Maintain a stationary arm position so that the ball rebounds (do not strike the ball or follow through.)
i. Land facing the net without crossing the center line, keeping upper body erect and knees bent to absorb force.
j. Maintain a close arm to the net position during blocking action.

TEACHING SUGGESTIONS

- **Move the student one meter from the net. Position the student to face the net. Move the feet shoulder-width apart. Stand behind the student. Slightly bend the knees by pushing knees against the back of the student's knees.**
- **Stand behind the student. Place hands at the sides of the head and tilt it back so the student can see the spiker and the ball.**
- **Have the student assume the ready position to block. Stand behind the student and grasp his/her waist. As the ball is spiked, lift up to indicate the student should jump straight up.**
- **Position the student approximately one meter from the net. Stand behind the student, hold the wrists, and raise them to an extended position above the head so the hands are a few centimeters above the net. Manipulate the hands so they almost touch, with fingers spread and wrists in line with the arms.**
- **Attach a cord 10-15 centimeters above and across the net to the volleyball standards. Tie round balloons to the cord. Have the students stand near the net, reach up, and touch the balloons with both hands.**
- **Stand behind the student. As the student blocks, grasp both elbows with hands and hold the arms straight and stationary so the student does not strike the ball or follow through.**
- **Stand behind the student. After the student blocks, place one hand on the shoulder and the other on the waist. Guide the student to land facing the net. The feet should not touch center line. Hold the shoulder and waist to keep the body erect. Push down to indicate that the knees should bend.**
- **Stand behind the student as the student blocks; hold the upper arm so that arms remain a few centimeters from the net.**

DEFENSIVE POSITION

1. Demonstrate center back-up defense position 3 out of 5 times.

TASK ANALYSIS

a. Assume proper position.
b. Await serve and cover own area.
c. Prepare to receive pass, if center front player.

[redacted]

Instructions

The Sports Skills Assessment—Level II is designed for higher skill level athletes. The test determines the athlete's present level of functioning within a specific skill or sport and shows his/her progress through training.

In administering the assessment, observe each athlete as he/she performs each test item. Score the athlete accordingly by checking the box located to the left of the task performed. If there is any question as to the athlete's competence in a particular skill, require the athlete to perform the task 3 out of 5 times.

After scoring each athlete, total up the number of boxes, add 30 and indicate the athlete's present level of ability (i.e., Star, Super Champ or Superstar). If the athlete is performing at a lower skill level than measured in the Skill Assessment—Level II, re-evaluate the athlete utilizing Skill Assessment—Level I.

Skill Assessment—Level Two

Pre Score	Post Score	Test Item #1: **Volleying Skills**
☐	☐	Carries fingers spread for overhead hit.
☐	☐	Hits volleyball to teammate consistently.
☐	☐	Hits ball from teammate over a regulation height net.
☐	☐	Receives ball and sets up teammate for shot/spike.
☐	☐	Receives "set" from teammate and hits ball over net.
☐	☐	Places ball strategically for teammates or over the net.
☐	☐	Spikes ball into opponent's court.
		Test Item #2: **Serving Skills**
☐	☐	Serves ball from behind serving line over regulation height net.
☐	☐	Performs an underhand serve to specific area on opponent's court.
☐	☐	Performs an overhand serve towards the net.
☐	☐	Performs an overhand serve over a 6' net.
☐	☐	Performs an overhand serve over a regulation height net
☐	☐	Performs a serve with a high arc or low trajectory close to the net.
		Test Item #3: **Spiking Skills**
☐	☐	Bumps ball with two hands in an underhand movement.
☐	☐	Bumps a volleyball over a regulation height net.
☐	☐	Bumps a ball to a teammate.
☐	☐	Bumps a ball to specific area on opponent's court.
☐	☐	Performs an over-the-shoulder forearm bump.

Pre Score	Post Score	Test Item #4: **Defensive Play**
☐	☐	Remains and covers own playing area.
☐	☐	Returns volley across the net.
☐	☐	Attempts to block/stop opponent's ball from crossing the net.
☐	☐	Blocks/stops opponent's ball from crossing the net.
☐	☐	Blocks/stops opponent's ball without touching the net.
		Test Item #5: **Knowledge Of The Game**
☐	☐	Understands the limitation of three volleys per side.
☐	☐	Understands violations (i.e., net ball, carrying, touching the net).
☐	☐	Adapts ability to volley, block and serve.
☐	☐	Learns how to strategically play ball.
☐	☐	Plays cooperatively and competitively.
☐	☐	Understands win/lose of serve.

check the appropriate skill achieved:

PRE SCORE	☐ 31-40 STAR ☐ 41-50 SUPER CHAMP ☐ 51-60 SUPERSTAR
POST SCORE	☐ 31-40 STAR ☐ 41-50 SUPER CHAMP ☐ 51-60 SUPERSTAR
APPROXIMATE TRAINING TIME	

3.0 Given demonstration and practice the student will execute the necessary skills to participate in Level II volleyball skills.

FOREARM PASS

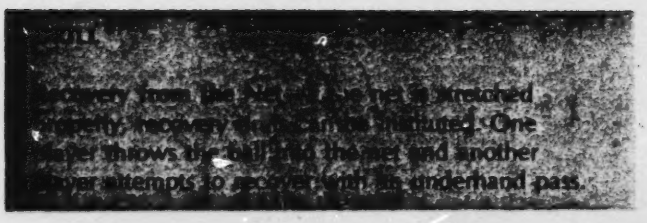
1. Move into position and forearm pass a beachball/volleyball in flight 2 out of 3 times.

TASK ANALYSIS

a. Move into position on cue from the ball's angle of flight.
b. Execute a forearm pass.
c. Pass ball into opposite/opponent's court.
d. Pass ball into specified areas of opponent's court.

TEACHING SUGGESTION

- **Stand behind the student and hold the waist. Move the student (right, left, or forward) depending on the flight of the ball.**



OVERHEAD PASS

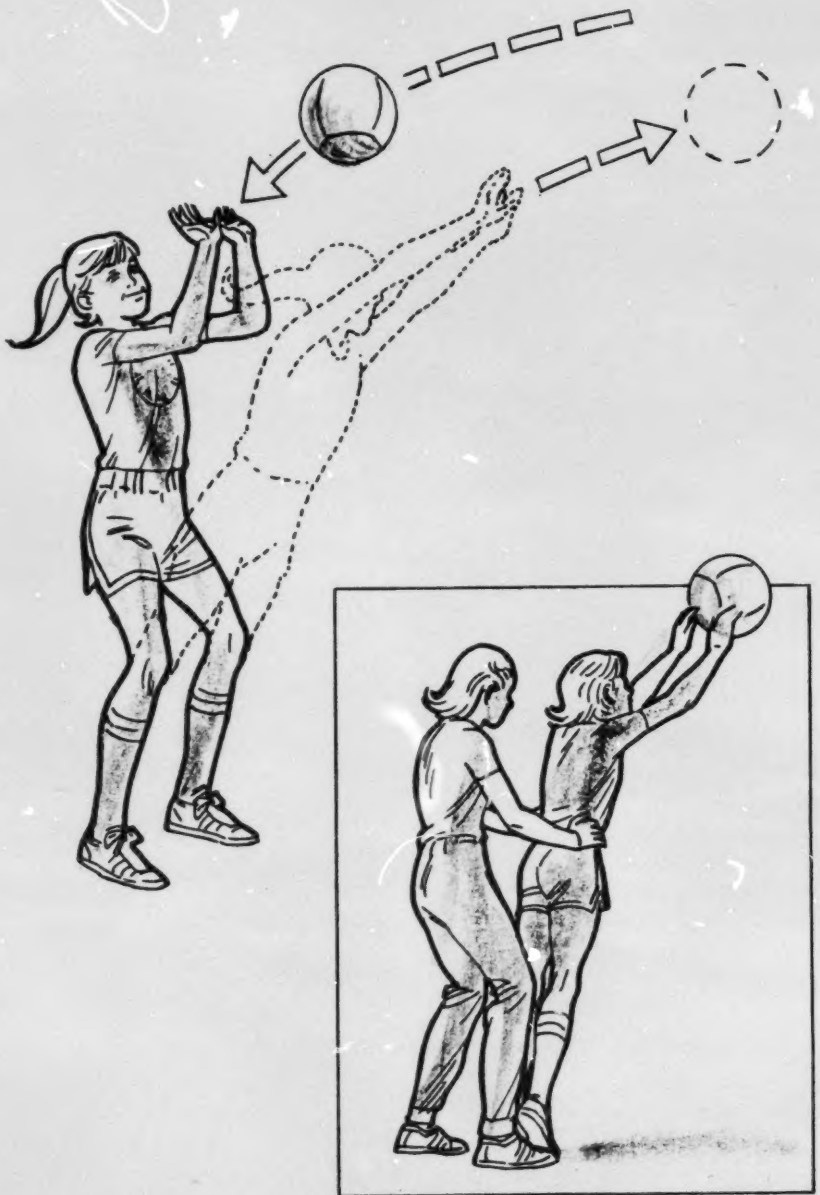
1. Move into position and overhead pass a beachball/volleyball in flight 2 out of 3 times.

TASK ANALYSIS

a. Move into position on cue from the ball's angle of flight.
b. Execute overhead pass.
c. Pass ball into opponent's court 2 out of 3 times.

TEACHING SUGGESTIONS

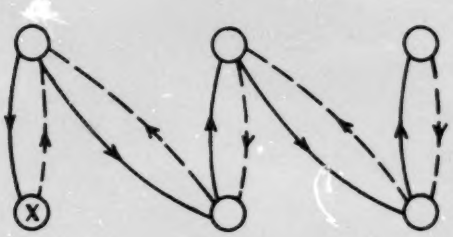
- **Stand behind the student and hold the waist. Move the student (right, left or forward) depending on the flight of the ball.**
- **Turn the student to face the court area into which the ball is to be passed. Stand behind the student, hold the waist and lift upward to indicate the amount of force necessary to pass the ball into the designated area.**



DRILLS

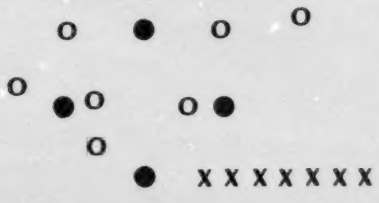
Bump and Set Volley Drill—Toss ball about two meters overhead. As ball comes down, move under and overhand pass it straight up to a height of about two meters overhead. As it comes down, step back and forearm pass it into the air. Repeat alternately, keeping ball up as long as possible.

Zig Zag Volley—Divide class into groups of six with pairs facing each other in lines 2.5 to 3 meters apart or closer if necessary. Players hit the ball in zig zag fashion as shown in the diagram. When the ball reaches the end of the line, start it back in the same zig zag pattern. Use more than one ball to speed up action and to create enthusiasm for higher skilled students.



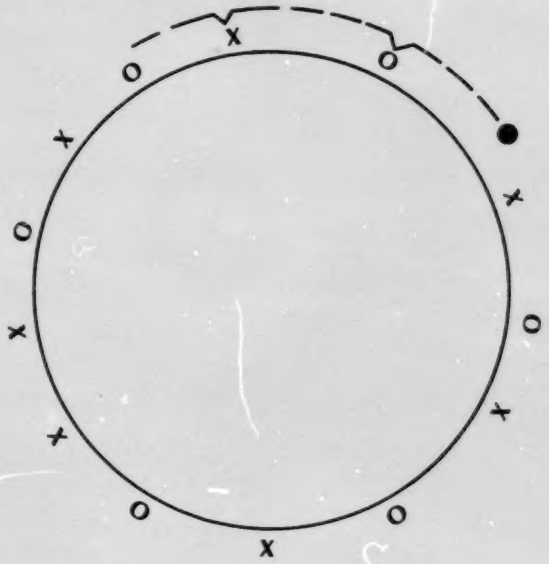
Volleybaseball—Using one volley-size ball and four bases arranged in a small softball diamond (approximately 3 meters apart). Two teams of 6-8 players each per game. Batting team lines up behind but away from home plate; fielding team scatters outside diamond. Batter hits ball with the Hammer Serve between first and third bases and then runs the diamond; he must tag each base. The fielding team lines up behind the player who receives the ball, and the ball is passed overhead down the line to the end player. If runner reaches home plate before the fielding team completes the pass, a run is scored; otherwise, he is out. Three outs and teams change.

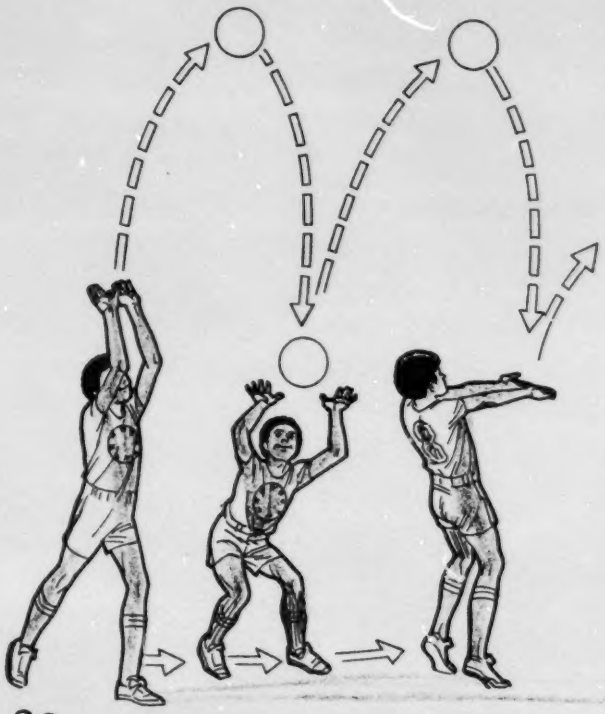
Note: Foul balls, those hitting outside playing area, are served again. If outs are made too easily, move bases closer together; if runs are made too easily, move bases farther apart.



Keep It Up—On a signal a team member tosses ball in the air.
Players, using both hands, keep striking it up into the air. The team that keeps the ball up longest wins 1 point. A player may not hit the ball twice in succession.

Scoring—Team that makes most points at end of playing period is winner.





SERVING—LEVEL II

SERVING

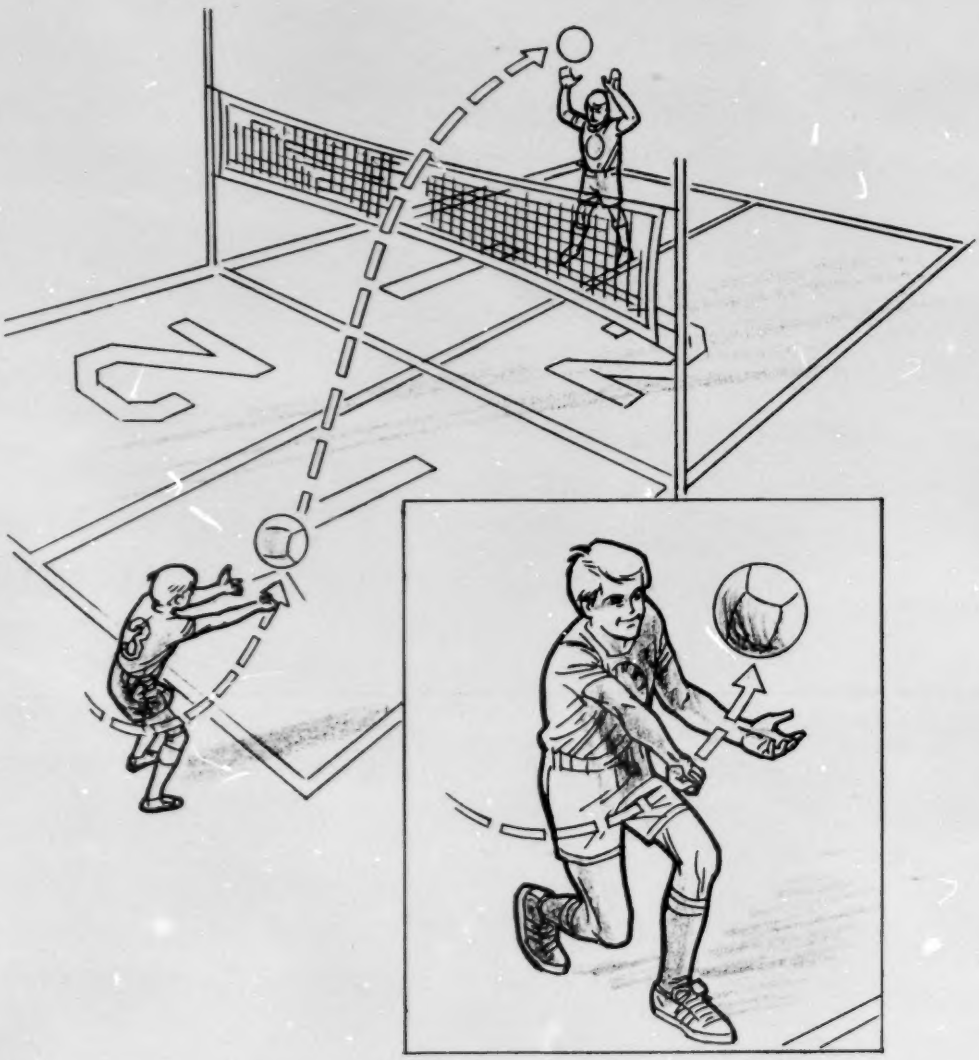
1. Serve a regulation volleyball into one of two specified court areas 2 out of 3 times.

TASK ANALYSIS

a. Stand behind back boundary line facing the net.
b. Assume ready position.
c. Execute an underhand serve.
d. Serve the volleyball into the specified court area.

TEACHING SUGGESTIONS

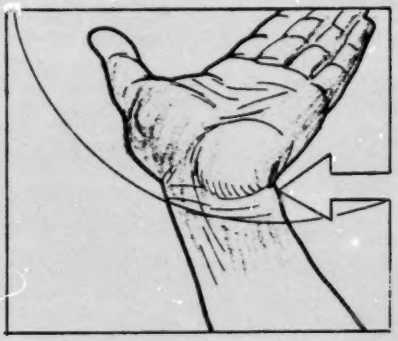
- **Teacher or aide stands in the right (left) half of the court. The student serves two balls into the area where the teacher is standing. After the student has served, move into the left (right) court area.**
- **Divide the court into right and left halves and tape numbers one and two on the halves.**

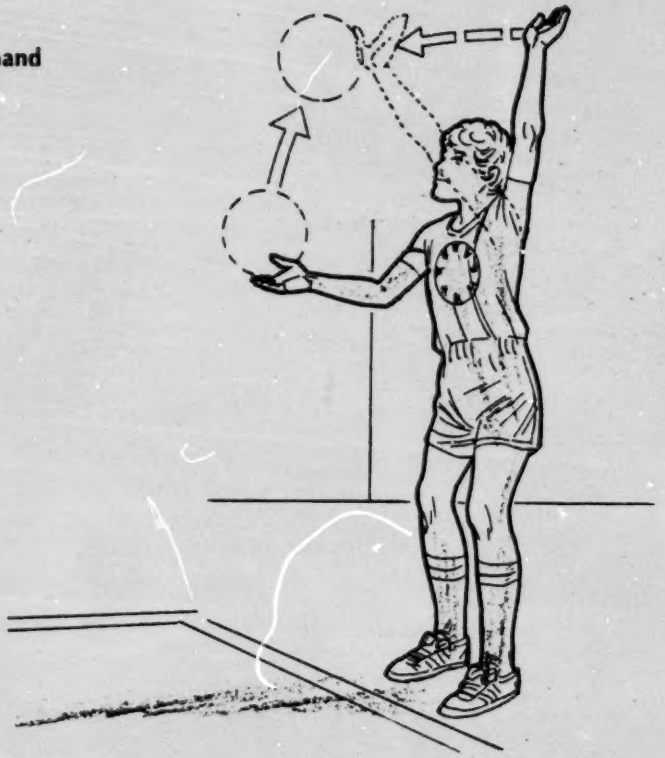


2. Serve a regulation volleyball using an overhand serve into the other court 2 out of 3 times.

TASK ANALYSIS

a. Stand behind the end line.
b. Hold serving hand above head.
c. Flex wrist of serving arm.
d. Toss ball into air with non-serving arm.
e. Swing serving arm forward, striking ball in center with heel of open hand.
f. Follow through smoothly with arm.





DRILLS

Shuttle Serve—Use a shuttle formation and divide class into groups of three to five players. First player in one line serves to the first player in the opposite line on the other side of the net who lets the ball bounce, picks it up and serves to the second player (now first) in other line. After a player serves he runs to the back of the opposite (same) line.

Aim and Serve—One student stands in serving area of court and practices serving to opposite playing side.

Variations—(1) Adjust serving line to meet skill level of individual players. (2) Divide opposite court into three equal sections perpendicular to the net. Have players serve three times, aiming for each section.

Accuracy Serve

Target Ball—Each team stands behind a pitching line about 30 feet from the target.
Using an underhand serve, each player on the team serves the ball to a target.
Teams may keep track of how many times they hit their target; each player might take three serves.

Around the Horn—Set up four or five stations for self volley, partner volley, wall volley, wall or floor serve, accuracy serve. Divide athletes equally and assign them to stations. In most cases all athletes at each station participate simultaneously. Have them practice designated skill at each station for indicated length of time after which they move from station to station in predetermined order. Have athletes move on whistle or other signal.

Note: Set up more than one station for each activity.

SPIKING SKILLS—LEVEL II

SPIKING

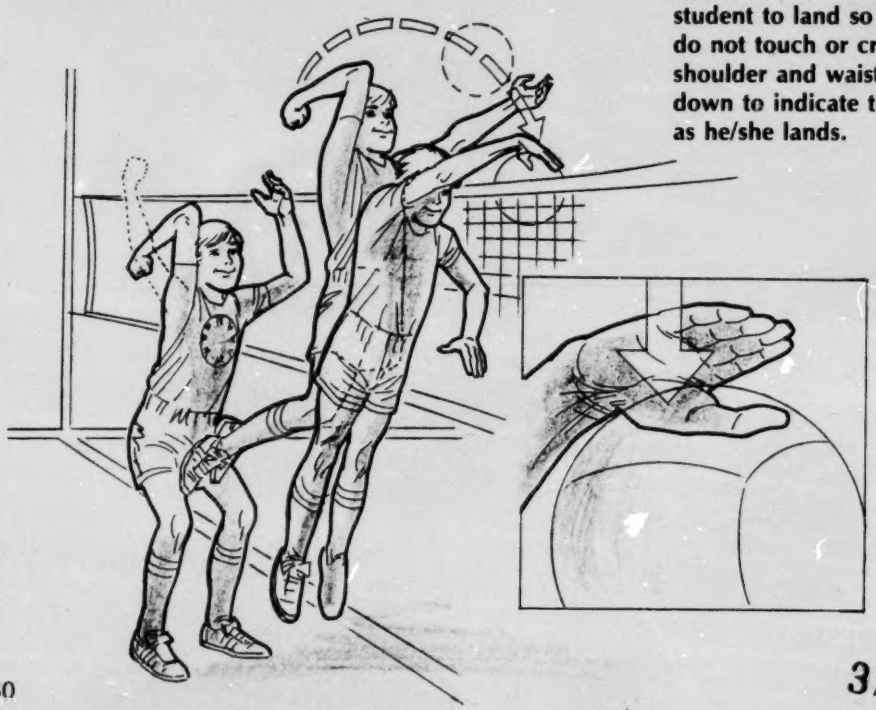
1. Jump and hit a beachball/volleyball 1 meter above his/her head into the opponent's court 2 out of 3 times.

TASK ANALYSIS

a. Face the net.
b. Stand 1 to 1.5 meters away from the net.
c. Place feet shoulder-width apart.
d. Bend knees slightly.
e. Focus eyes on ball.
f. Hold preferred hand behind head.
g. Raise elbow in bent position above head.
h. Pass hand above the shoulder with elbow leading the hand.
i. Strike the ball slightly above the center with heel of the hand when the ball is approximately half-arms distance away (above and in front of the student).
j. Jump so maximum height is achieved as the ball is contacted.
k. Land facing the net without crossing the center line, upper body erect, knees bent to absorb force and maintain balance.

TEACHING SUGGESTIONS

- **Demonstrate the ready position to spike the ball. Give physical assistance in positioning the student in the correct ready position.**
- **Stand next to the striking side of the student. Place one hand on the student's upper arm and the other on the student's forearm. Bend the elbow and lift it up as you raise the arm behind the student's head and shoulder. Move the elbow forward and follow with the hand in a whip-like motion.**
- **Suspend a ball 30-35 centimeters above the student's head. Position the student so the striking arm is in line with the ball.**
- **Touch the heel of the hand to indicate where the student should contact the ball. Have the student spike the ball. As the elbow leads to spike, hold the student's forearm and guide the hand so the heel contacts the ball.**
- **Have the student assume the ready position to spike. Stand behind the student; grasp the waist. As the ball descends to a height of 30-60 centimeters above the net, lift up on the student's waist to initiate the jump. As the student begins the jump, have him raise the spiking arm. At the top of the jump, the elbow leads to meet the ball.**
- **Stand behind the student. After the student spikes, place one hand on the non-striking shoulder and the other on the waist. Guide the student to land so he/she faces the net and feet do not touch or cross the center line. Hold the shoulder and waist to keep the body erect. Push down to indicate that the knees should be bent as he/she lands.**



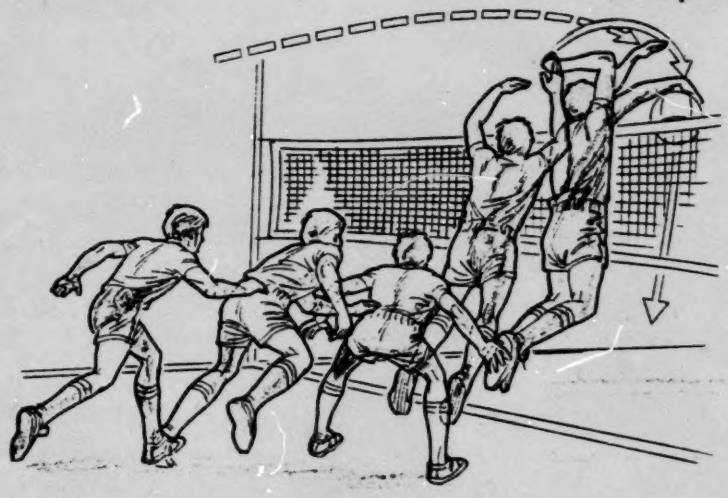
2. Move into position and spike a beachball/ volleyball into the opponent's court 2 out of 3 times.

TASK ANALYSIS

a. Assume ready position.
b. Move 1 to 2 meters on cue from the direction of ball travel.
c. Execute spike over the net.
d. Spike a set ball over the net into three of the specified court areas.
e. Avoid touching the net.

TEACHING SUGGESTIONS

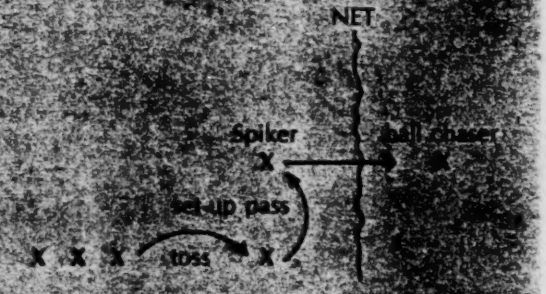
- **Walk behind the student and hold the waist to guide the student to walk three to five steps toward the net, momentarily assume the ready position, and jump to spike the ball. Gradually increase the speed as the student approaches the net.**
- **A large lightweight ball should be used with young students or with students who do not have the strength to propel a regulation volleyball.**
- **Turn the student to face the court area to be spiked into. Tell the student to spike the ball into area (one, two or three). Divide the court into three areas. Tape numbers in each court area.**



DRILLS

Spiking—A leader and file formation is needed or this can be done informally. The leader stands about 10' from the net and tosses the ball (set-up) for spiking. The toss should also be about 2' above the net so the ball just "hangs" there for an easy spike. Some care is needed in the toss if the drill is to be successful.

Set-Up and Spiking—A second stage of the previous drill adds a set-up player and a regular set-up pass, instead of the toss by the leader.



Problems will occur with the drill as the set-up pass cannot be made repeatedly accurate so the spiker gets a fair chance to spike. Specialized practice in making proper set-up passes should be added.

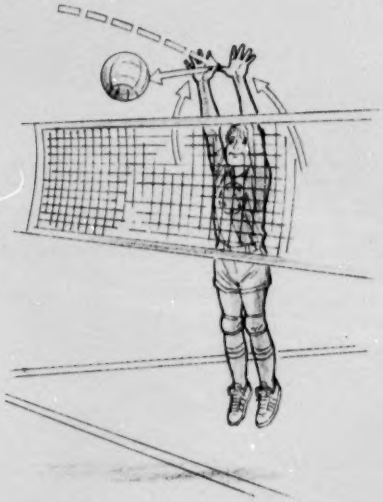
DEFENSIVE PLAY—LEVEL II

DEFENSIVE PLAY

1. Move into position and block a beachball/ volleyball 2 out of 3 times.

TASK ANALYSIS

a. Move into position on cue from the flight of the ball.
b. Execute a block.
c. Avoid touching the net.



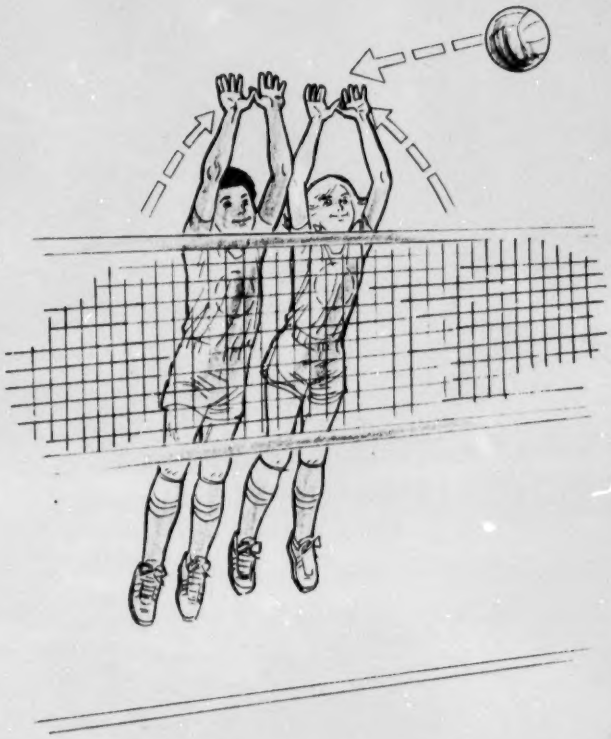
2. Move into position with another teammate on his/her side and execute a two-player block 2 out of 3 times.

TASK ANALYSIS

a. Move into position on cue of ball in flight.
b. Assume ready position standing beside teammate.
c. Jump simultaneously with teammate, executing a block.

TEACHING SUGGESTIONS

- **Stand behind the student, hold the waist and move the student toward the direction of the spiker, approximately one meter from the net.**



TEAM POSITION

1. Assume all positions for team play when given instruction 100% of the time.

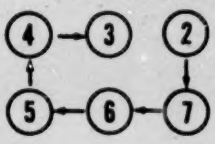
TASK ANALYSIS

a. Identifies own team and opponent's team.
b. Knows that six players are on a team.
c. Understands his/her playing area.
d. Understands rotation.

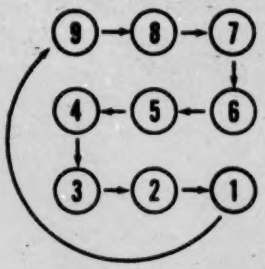
TEACHING SUGGESTIONS

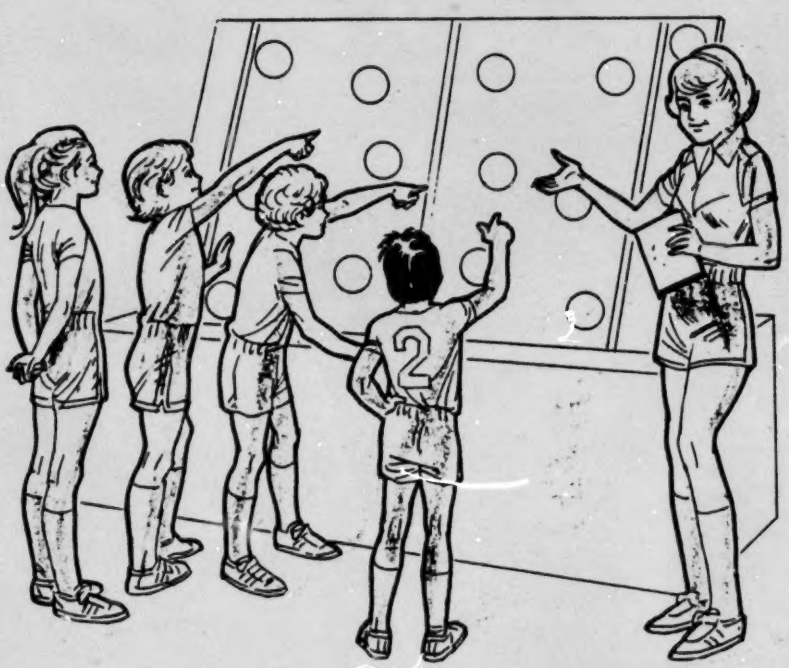
- **Discuss importance of playing and being responsible for each particular position's area.**
- **Use a felt board and assist student in labeling positions.**
- **Emphasize rotation system in all lead up games.**

Two Lines



Three Lines





Simple Drill—Divide class into teams as for scrimmage. Have one player on front line toss the ball to teammate on the back line; this player hits ball to teammate on the middle line who in turn sets it to teammate on the front line who in turn sets it up for a front line teammate who hits the ball over the net. Players rotate so all have a chance to practice in all positions.

Helpful Hint:
Have back or middle line players toss ball with a soft easy to handle toss two to three feet higher than net so net man can place the ball where he wants it to go.

4.0 Given a regulation or modified game of volleyball the student will exhibit good team tactics at all times.

TEAM TACTICS

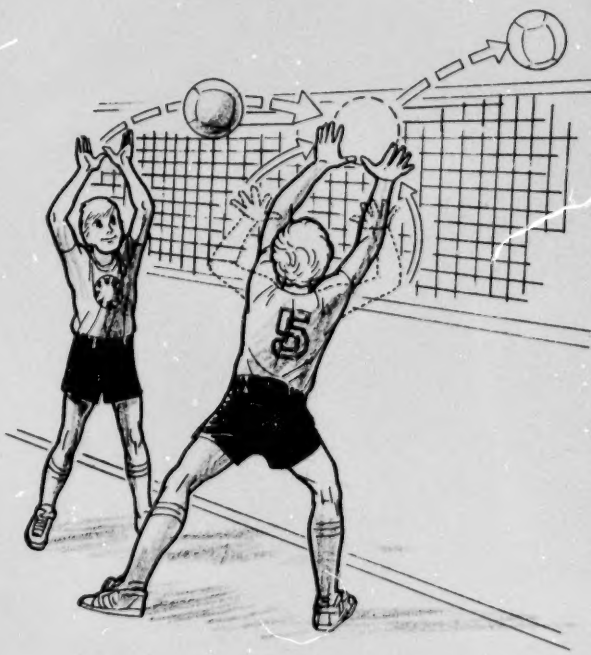
1. Pass the ball while maintaining his/her position.

TASK ANALYSIS

a. Assume ready position.
b. Move 1 to 2 meters on cue from the direction of ball travel.
c. Execute spike over the net.
d. Spike a set ball over the net into three of the specified court areas.
e. Avoid touching the net.

TEACHING SUGGESTIONS

- **At certain intervals have the students freeze; guide each individual to the proper position and indicate in a positive fashion his/her role and responsibility to the team.**
- **Stand next to the player positioned at the net. Grasp the student's arms and control them so they do not touch the net. Point to the center line. Grasp the waist and hold the student back to prevent the student from crossing the center line.**
- **Stand next to the student and hold the shoulders. Turn the student to face another teammate or the net.**
- **Demonstrate hitting the ball only once to a teammate or over the net.**



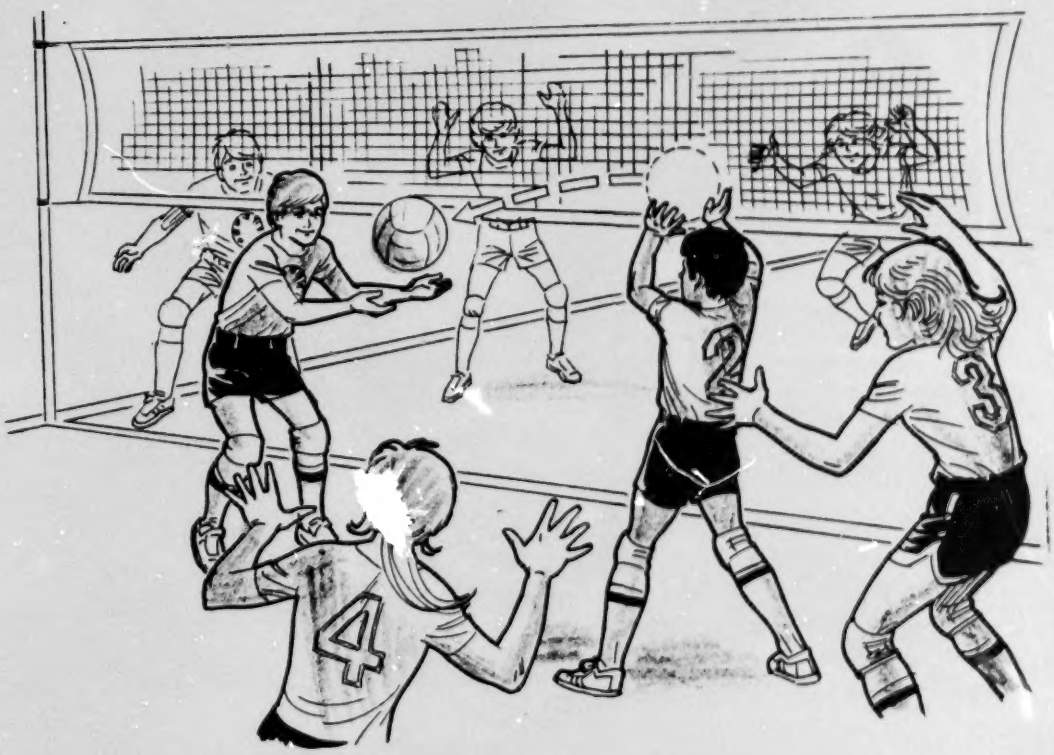
2. Demonstrate the ability to actively participate in the game 75% of the time.

TASK ANALYSIS

a. Attempt to return the ball within the boundaries of the opposite court.
b. Attempt to avoid touching the net or going over the center line when passing the ball over the net.
c. Attempt to overhead pass balls traveling above the shoulders and forearm pass balls traveling below the shoulders before the ball touches the floor.
d. Hit the ball only once, attempting to pass it either to a teammate or over the net.
e. Serve the ball from behind the backcourt boundary line.
f. Attempt to serve the ball within the boundaries of the opposite court.
g. Step into the court after serving.

TEACHING SUGGESTIONS

- **After the team has rotated, stand next to the player in the server position (back, right player position). Tell the server when to serve. Hold the server's shoulders and guide the server to a position approximately one meter behind the back-court boundary line.**
- **Mark a spot behind the back-court boundary line to indicate serving area.**
- **Walk around the boundary lines of the opposite court and point to the area inside the lines to show the student where to serve the ball. Have the server serve the ball. Stand on the striking side of the student and grasp his/her striking arm. Manipulate the arm to provide the force to serve the ball over the net into the boundaries of the opposite court.**
- **Stand behind the server. After the student serves, grasp the shoulders and guide the student to step forward over the back-court boundary line into the court.**
- **Tape an X on the inside of the court where the server should stand to be in position to hit the ball.**



5.0 Given regulation or modified rules and scoring, the student will adhere to those scoring rules and regulations while playing.

RULES

1. Demonstrate knowledge and understanding of the basic rules of the game 75% of the time.

TASK ANALYSIS

a. Stops play at whistle.
b. Understands to avoid touching the net.
c. Identifies boundaries and knows when ball is in play.
d. Knows serve to start game.
e. Understands win/lose of serve.
f. Understands a maximum of three hits in succession, allowed per side.

TEACHING SUGGESTIONS

- **Demonstrate violations and have students identify each.**
- **During a game, freeze action when violation occurs.**
- **Discuss the consequences of minor violation (i.e., loss of possession)**
- **Count out loud the number of hits per side so students aware of the number of hits.**
- **Demonstrate violation and have students identify each.**
- **Mark the boundaries of the opposite court with wide, bright colored tape. Walk around the court lines with the student.**

2. Demonstrate knowledge and understanding of the basics of the game 75% of the time.

TASK ANALYSIS

a. Know that six players are on a team.
b. Understand and adhere to service rules:
   - Understand right back player is server.
   - Continue serving until team commits a foul or game ends.
   - Award service to opponent (receiving) team when a foul is committed by the serving team.
   - Serve is awarded to the losing team in each succeeding game.
   - Remain behind the back-court boundary line when serving.

c. Understand and adhere to rules of the game:
   - May use any part of the body above and including the waist to hit the ball.
   - Cannot hit the ball twice in succession (same player) unless there is simultaneous contact by opponents or successive plays by blockers.
   - Allow three hits per side before the ball crosses the net into opponent's court.
   - Contact simultaneously by teammates is permitted and considered as one play.

d. Adhere to scoring rules:
   - Award a point to serving team when opponent violates a rule or commits a foul.
   - Declare winner as team who scores 15 points first and has at least a 2-point advantage.

e. Indicate verbally or gesturally who scored and when.
f. Correctly announce the score when serving (serving team first).

TEACHING SUGGESTIONS

- **Point to the serving team. Point to the receiving team. Define when a point is scored. Have the students participate in a modified game of volleyball. After a point is scored, stand by the student and guide the student to indicate which team scored.**
- **Play a modified game of volleyball. Stand where the ball touches the floor when the receiving team does not return an inbound ball or the ball is hit by the receiving team out of bounds.**
- **Stand next to the server. Before telling the server to serve the ball, tell the server the score, naming the score of his/her team first. Have the server repeat the score.**
- **Write the name of each team and its score on cards large enough so the students can see. Point to the numbers. Have the student read the score.**

6.0 Given a regulation or modified game of volleyball the student will exhibit good sportsmanship with teammates and opponents at all times.

1. Exhibit competitive effort 75% of the time.

TASK ANALYSIS

a. Puts forth maximum effort during game.
b. Plays the ball as soon as it can be reached.

2. Exhibit fair play 100% of the time.

TASK ANALYSIS

a. Does not consistently infringe on the rules of the game.
b. Respects the decision of the referee.
c. Demonstrates good sportsmanship.
d. Calls own fouls quickly and honestly.

TEACHING SUGGESTIONS

- **Those students who do not put forth any effort while playing volieyball or not paying attention will be put into a penalty box for a predetermined period of time.**
- **Discuss volleyball etiquette, such as retrieving fair share of out-of-bounds balls; congratulating opponent after all games, win or lose; controlling temper and behavior at all times; waiting for opposing player to return to the court of play before putting the ball into play; return ball on floor to next server.**
- **Give sportsmanship awards or tokens after each game or class.**
- **Always commend students when they demonstrate good sportsmanship.**

The focus of this Volleyball Guide is to assist all students to function at their maximum performance level. Achieving this goal can be facilitated through the Individualized Education Program (IEP). Realistic goals and objectives should be developed that present a challenge but do not force the child into experiences loaded with failure. To provide positive experiences means that many students will require instructional activities that are adapted to their particular needs. Some examples of activity adaptations include:

MODIFYING THE RULES OF AN ACTIVITY

This can be accomplished in several ways. Some of the common team sports as volleyball have rules which are very complex. Special Olympians are often denied the experience of the game because of the frequent stops due to rule infractions. Therefore, teachers should not be reluctant to modify the rules (e.g., carrying the ball) as long as the major objective of the game (i.e., putting the ball over the net) is not disturbed.

ACCOMODATING THE STUDENT'S SPECIAL NEEDS

The net may be lowered for Special Olympians with upper extremity weakness. Audible volleyballs or brightly colored and larger balls can be used to aid a visually impaired student hitting the volleyball.

ENCOURAGING CREATIVITY

Teachers can structure lessons so that students are asked to respond to challenging questions such as "Can you pass the ball to a teammate?", "How many consecutive hits can your team do?". "Can you show me two ways of serving the volleyball?" Such an approach permits students with various levels of ability to respond in ways that allow for success. Obviously, variations in response to these commands would be apparent from student to student depending on the level of ability and severity of impairment.

REDUCING PLAYING AREA

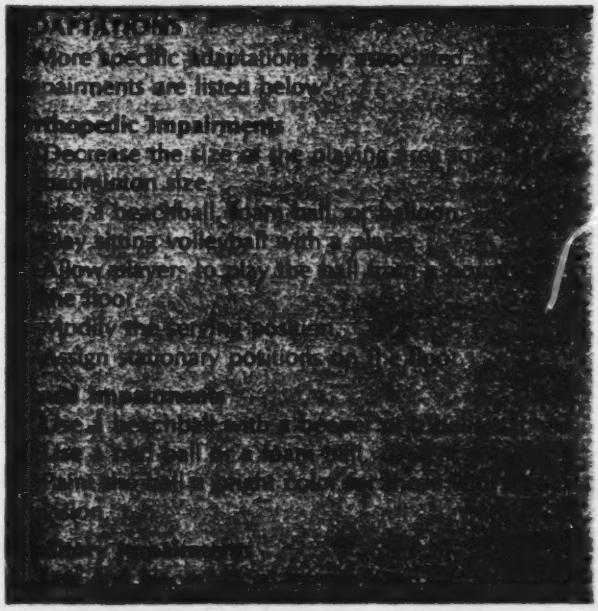
Special Olympians with gross motor deficits and/or associated disorders with movement limitations will benefit from activities in which their area or responsibility or coverage is reduced. The court size can be reduced to 12.2 meters by 6.1 meters or the net can be lowered. Adaptations such as these permit an equalizing of ability based on students' movement capabilities.

CHANGING THE METHOD OF COMMUNICATION

Students sometimes require communication systems that are specific to their needs. For example, verbally explaining a task may not match up well with some student's information processing systems. Information which is more specific might be provided in other ways. The instructor or peer teacher, for example, could simply demonstrate the sports skill. Also, a student could be permitted to "feel" the skill by holding onto the teacher's arms as the instructor demonstrates a skill such as the overhead pass. Some students may need not only to hear or see a skill, but also to read a description of the skill. This need can be met for poor or non-readers through the use of a poster board to which stick figures are attached to show the sequence necessary for a skill like the underhand serve.

MODIFICATION EQUIPMENT

Successful participation in sports for some students requires equipment which has been modified to their particular needs. Requests for purchase or construction of equipment can now be facilitated through the individualized education program. If special equipment is necessary to help a student progress in physical education, then it should be identified at the IEP meeting and included on the IEP form. Fortunately, special equipment is usually not expensive and is possible to make.



VOLLEYBALL CATCH

SERVICE:

- Ball may be served by hitting or throwing it. It must go over the net in an arch.
- Ball may be served twice.
- If ball does not go over net the first time, a second serve is awarded.
- If ball goes over the net and goes out of bounds on the first serve, a second serve is awarded.
- Second serve must clear the net and land in the receiving team's court to avoid loss of service.
- If a person serves five (5) consecutive points the ball is awarded to the other team or until a serving violation is committed.
- The first team to serve will be decided by toss of a coin and called by the coach or captain.
- The ball may not be served more than twice in succession to the same players on the receiving team. If this occurs on a legal serve, the person and coach is warned after two (2) serves; a penalty of loss of serve on the third (3) time.
- Ball is served from a circle about 5 meters from the net in the middle of the court.

PLAY ADAPTATION

- **No spiking is permitted.**
- **A person may not jump off the court in the front line position and hit the ball downward.**
- **A person may not stand stationary on the floor and hit the ball in spiking motion.**
- **Ball may be caught and thrown over net instead of hitting it over the net.**
- **Ball may not bounce more than two (2) times in succession on one side of the net.**
- **If a player goes into the net or touches the net with any part of their body or goes over the center line, point or side out is awarded.**
- **A back line player may not come to the front to hit the ball over the net, only the person in the front line or server.**
- **A player shall not play the ball twice in succession unless there is:**
- **Simultaneous contact by teammates.**
- **Simultaneous contact by opponents.**
- **Successive plays by blockers.**
- **Simultaneous contact by one (1) player with two (2) or more parts of the body is permitted and considered as one play.**
- **Simultaneous contact of the ball by teammates shall be permitted and considered as one play allowing either one of the players to play the ball again.**
- **A team shall not play the ball more than four (4) times before returning to the opponent's court, with the exception of simultaneous play.**
- **There are seven (7) players on a team, at least (3) three must be female.**
- **Each team will play at least three (3) games.**
- **Two (2), one (1) minute time outs will be awarded in each game.**

Players will serve the ball on the official's whistle and after every point the ball will be returned to them.

SCORING POINTS:

- A point shall be awarded to the team when the opponent violates a rule.
- A team which has scored fifteen (15) points and is at least two (2) points ahead is the winner. In case a team does not have a two (2) point advantage, play will resume until there is.

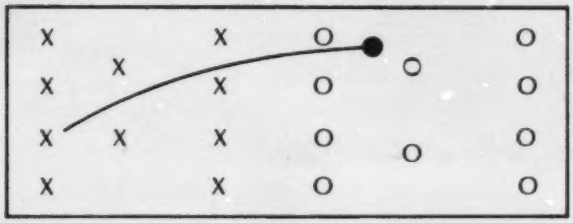
In Volleyball Catch a time limit of 20 minutes is set. After 15 minutes officials must let teams know that 5 minutes are left, also must be repeated when 2 and 1 minutes are left. This goes into effect if a team has not scored.

Newcomb

1. Object of the game is to throw the ball over the net so that it strikes the floor within the opponent's court and to catch and return ball thrown back by the opponent's.
2. Players are lined up as in volleyball; two or three rows with even number in each row possibly.
3. A game is started by the back right-hand corner player striking the ball.
4. The ball is tossed over the net and the receivers attempt to catch the ball and throw it back.
5. A point is made for one team when; (1) the ball drops to the floor of the opponent's court, (2) an opponent causes the ball to go into or under the net, (3) one or more on the serving team touches the served ball before it goes over the net, (4) an opponent throws the ball out of bounds, provided it is not touched by a member of the opposing team.
6. Any player on the team may catch the ball and may either throw it back across the net or may pass it to a teammate who then throws it over.
7. Fouls are: holding the ball more than 3 seconds,

running with the ball, stepping over the service line, touching net while ball is in play.

Scoring: 1 point is scored every time the ball strikes the floor; either serving or receiving sides may score. Play continues until the ball drops on one side of the net. If the serving side lets the ball drop on its side or fails to make a good serve, it is side out, and the other team rotates and starts serving. The team scoring 15 points first wins the game.



Volley Cageball

Use volleyball playing area and cageball.

How to play:

The object of the game is to score 20 points. A point is scored when one team can push or hit the ball and make it strike the floor in-bounds on the other side. One team puts the ball into play by hitting or pushing it over the net. After striking the floor, the ball is put into play by receiving team. The ball may be hit by numerous players as many times as is necessary to get it over.

Suggestions:

Player must move under the ball and strike it with both hands. Encourage them to "bunch up" so 3 or 5 players may push the ball at once. This is needed because of the size of the cageball. Keep the net at a height the players can easily get the ball over.

Modified Volleyball

Each team is arranged in lines of 3 or 4 players. A regulation volleyball game is played but you will use the following modifications:

1. The server may move up closer to the net.
2. Two service trials may be allowed, an assisted serve is allowed. Someone may help the serve over.
3. During the volley, an unlimited number of players may bat the ball before it goes over the net.
4. Players may stay in an area and play that area.
5. One player can hit the ball two times.
6. Players can hit ball on bounce or a fly.

Beach Ball Volleyball: Version I

The players of each team are in two lines on the respective sides of the net. The ball is put in play by one player in the front line by throwing the ball into the air to himself and then hitting it over the net. Play continues until the ball touches the floor. The ball may be volleyed any number of times before crossing the net.

A team loses a point to the other team if the ball goes over the net and hits the floor out-of-bounds without being touched by the opposing team. Otherwise, a team loses a point if it fails to return the ball over the net.

Serving is done by the front line only. When the ball hits the floor, a player in the front line of the team on that side puts the ball in play.

When either team has scored 5 points, the front and back lines of the respective teams change. When the score has reached 10 for the leading team, the lines change back. Game is 15.

Beach Ball Volleyball: Version II

This game approximates regular volleyball and differs from the simplified game just described in the following:

Serving. Serving is done as in volleyball by the player on the right of the back line. However, the distance is shortened, as it is difficult to serve a beach ball successfully from the normal volleyball serving distance. The player serves from his normal playing position *on the court* in the right back position.

Scoring. As in volleyball. Server continues serving as long as he scores.

Rotation. As in volleyball.

Volleying. Ball must go over the net at least by the third volley.

TEACHING SUGGESTION

- **The game seems to play best with five or more teams. With four teams, the team occupying court #4 has no penalty for an error, as it already is in the lowest spot and cannot be penalized.**

One-Bounce Volleyball

The game utilizes the formations and rules of volleyball, with the exception that the ball may bounce once between hits or passes. Play begins with the regular serve as in volleyball. The served ball may be played as in volleyball or the team can allow the ball to bounce once between passes.

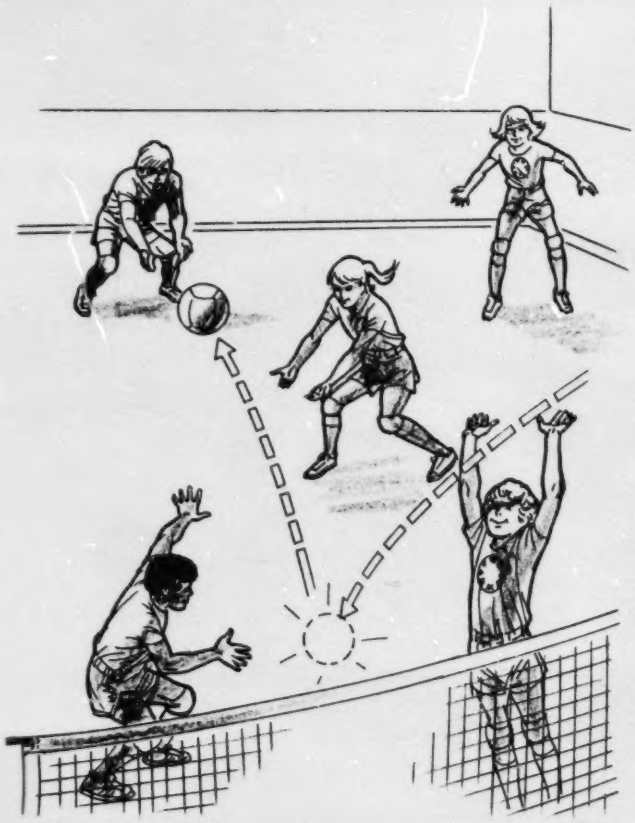
In the early stages of the game, there can be any number of hits and bounces, provided the ball does not bounce more than once between hits. Later, allow only three players to handle the ball before it must be returned across the net.

Four-Square Volleyball

The courts are numbered as diagrammed. The object of the game is to force one of the teams to commit an error. Whenever a team makes an error, it moves down to the #4 court or "off", in case there is a waiting team. A team errs by not returning the ball to another court within the prescribed three volleys or by causing the ball to go out-of-bounds.

The ball is always put in play by a serve by a player from the #1 team, the serve being made from any point behind the end line of that team. Players must rotate for each serve. The serve must be made into courts #3 or #4. Play is then like in volleyball, but the ball may be volleyed into any of the other three courts.

No score is kept. The object of the game is for the #1 team to retain its position.



TEACHING SUGGESTIONS

- **The game seems to play best with five or more teams. With four teams, the team occupying court** #4 has no penalty for an error, as it already is in the lowest spot and cannot be penalized.

INFUSION CHART

ARTS	Chooses and designs team insignia and mascot. Makes team signs, posters, and pennants.
SCIENCE	Understands why the ball goes further when hit harder and how to direct the ball in the desired trajectory.
INDUSTRIAL ARTS	Constructs a simple scoreboard. Makes portable outdoor standards.
MATHEMATICS	Keeps score. Counts the number of hits per side. Estimates the cost of purchasing equipment and clothing.
HOME ECONOMICS	Dresses appropriately for playing volleyball. Mends and hems uniforms. Washes and dries uniforms.
HEALTH	Practices safety skills when playing. Knows the basic first aid for minor injuries (scrapes, scratches, sunburn). Uses sun screens, tanning lotion when playing in the direct sunlight. Chooses the appropriate clothing for various weather.
PHYSICAL EDUCATION	Performs warm-up exercises. Understands and demonstrates the rules and skills of volleyball. Recognizes the importance of teamwork and team spirit. Practices refining volleyball skills. Recognizes the leisure value of volleyball.
READING/LANGUAGE	Reads the scoreboard. Listens to instructions and follows directions. Expresses himself/herself during play (cheers, encourages). Reads and listens to instructions for playing volleyball.
SOCIAL STUDIES	Identifies and locates neighborhood facilities where volleyball could be played. Participates in the establishment of teams and rules for playing volleyball.

Blocking
A defensive play in which the player(s) attempts to intercept the ball close to the net at the position where the opponent attempts to return the ball (spike) across the net.

Bump
An underhand pass used to receive a ball at or below the waist.

Out-of-Bounds
Any surface or object outside the court except a player in the act of playing the ball.

Point
Scoring unit awarded to serving team for an infringement of a rule by receiving team, or successful offensive play.

Rotation
Act of shifting positions in a clockwise direction prior to serving.

Serving Order
Sequences of service of a team's players which coincides with the official method of rotation.

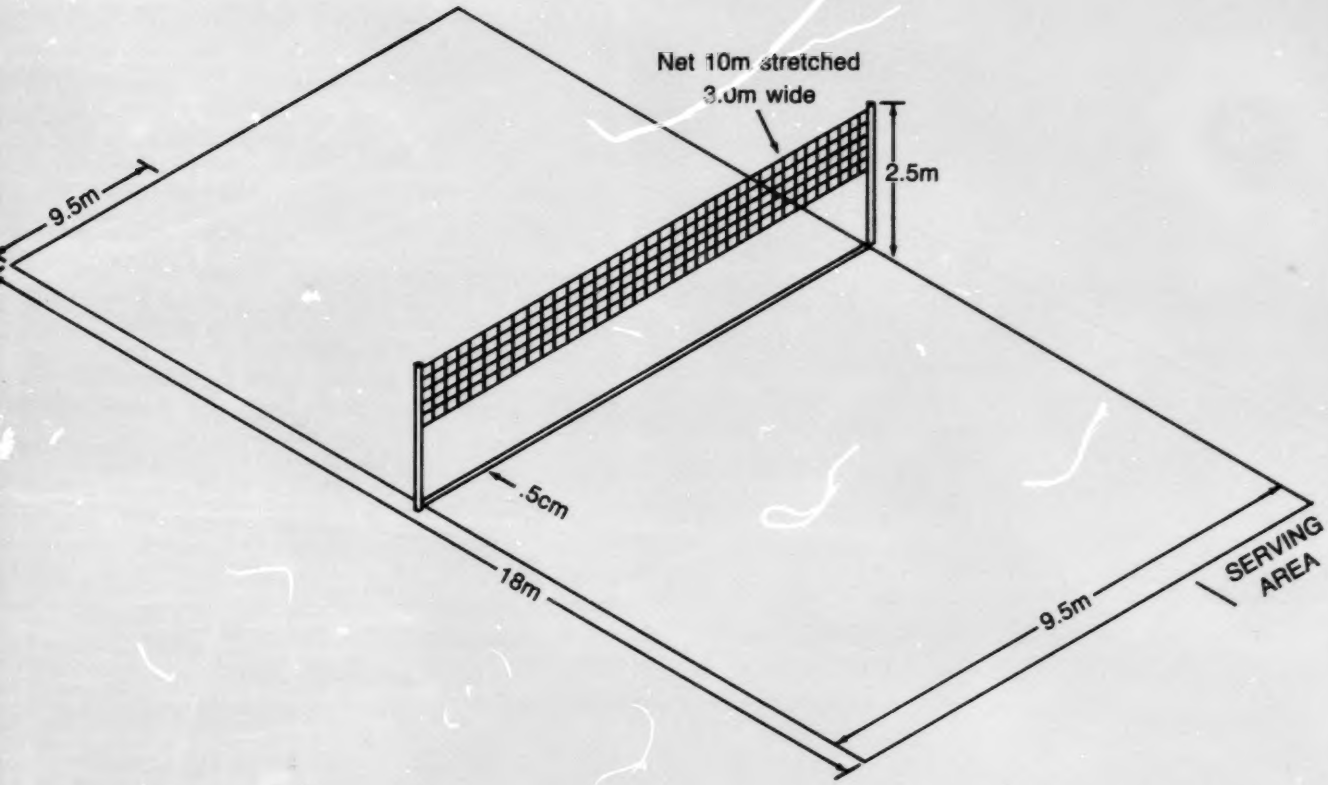
Set
A ball hit up into the air so a teammate can get into position to hit it.

Side-Out
Decision following the infringement of a rule by the serving team at which time service is awarded to the opposing team.

Spike Ball
A ball (other than a served ball) hit forcibly at a downward angle from a height greater than the top of the net.

Volley
The established procedure for determining the team which will serve the initial serve of a game. The procedure usually consists of legally playing the ball over the net three times. Thereafter, the team which wins the point is awarded the serve.

VOLLEYBALL COURT DIAGRAM



SKILL SHEETS

Instructions

The Skill Sheets have been designed to record each student's sports skills performance throughout the program. The vertical top boxes identify the specific tasks to be accomplished. Each box to the right of the Special Olympians name includes a blank for the instructor to fill in the standard of success for each student based on his/her ability and the task to be performed. The standard, whether in distance, time or repetitions reflects how well the student must execute the desired skill. You as the instructor, are the one to determine each student's level of acceptable performance. Encourage your students to fill out the chart after each training session. The categories Beginner through Superstar are identified below the chart as a guide for your students to follow. See example on the following page.

Serving Skills Sheet

NAME	Tosses a ball with an underhand throwing movement towards the net.	Tosses a ball with an underhand throwing movement over the net.	Serves the ball towards the net.	Serves from the middle of the court 10' behind the net.	Performs an underhand serve over a 6' net.	Performs an underhand serve over a regulation height net.			
CAROL	80 % of time	70 % of time	70 % of time	90 % of time	70 % of time	60 % of time			
JOHN	100 % of time	60 % of time	70 % of time	70 % of time	80 % of time	60 % of time			
	% of time	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time	% of time			

Volleying Skills Sheet

NAME	Makes an attempt to hit or tap a ball in the air.	Hits a suspended ball in an upward motion.	Keeps a balloon, beachball or nerf ball in the air for 15 successive hits.	Hits a balloon, beachball or nerf ball passed by teammate.	Catches a volleyball on one bounce.	Hits volleyball over 6' net.			
	% of time	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time	% of time			

Bumping (Digging) Skills Sheet

NAME	Holds hands in proper position for forearm bump.	Makes attempts to forearm bump a ball.	Bumps a balloon, beachball or nerfball in a forward direction.	Bumps a balloon, beachball or nerfball in a net.	Bumps a volleyball over a 6' net.	Hits the ball below the waist with an underhand motion with fingers spread and an open hand.			
	% of time	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time	% of time			
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	% of time	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time	% of time			

Defensive Skills Sheet

NAME	Stands in one place.	Follows flight of ball as opponent hits ball.	Moves to meet the ball.	Gets in ready position to return volley.	Makes attempt to block/stop opponent's volley.			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			

Knowledge of Game Sheet

NAME	Stops when the whistle blows.	Knows when the ball is in or out of boundaries.	Participates a little; recognizes teammates and opponents.	Knows how to start game with volley.	Understands rotation.				
	% of time	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time	% of time				

Serving Skills Sheet

NAME	Tosses a ball with an underhand throwing movement towards the net.	Tosses a ball with an underhand throwing movement over the net.	Serves the ball towards the net.	Serves from the middle of the court 10' behind the net.	Performs an underhand serve over a 6' net.	Performs an underhand serve over a regulation height net.			
	% of time	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time	% of time			

Volleying Skills Sheet

NAME	Carries fingers spread for overhead hit.	Hits volleyball to teammate consistently.	Hits ball from teammate over a regulation height net.	Receives ball and sets up teammate for shot/spike.	Receives "set" from teammate and hits ball over net.	Places ball strategically for teammates or over the net.	Spikes ball into opponent's court.		
	% of time	% of time	% of time	% of time	% of time	% of time	% of time		
	% of time	% of time	% of time	% of time	% of time	% of time	% of time		
	% of time	% of time	% of time	% of time	% of time	% of time	% of time		
	% of time	% of time	% of time	% of time	% of time	% of time	% of time		
	% of time	% of time	% of time	% of time	% of time	% of time	% of time		
	% of time	% of time	% of time	% of time	% of time	% of time	% of time		

Serving Skills Sheet

NAME	Serves ball from behind serving line over regulation height net.	Performs an underhand serve to specific area on opponent's court.	Performs an overhand serve towards the net.	Performs an overhand serve over a 6' net.	Performs an overhand serve over a regulation height net.	Performs a serve with a high arc or low trajectory close to the net.			
	% of time	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time	% of time			

Spiking Skills Sheet

NAME	Bumps ball with two hands together in an underhand movement.	Bumps a volleyball over a regulation height net.	Bumps a ball to a teammate.	Bumps a ball to specific area on opponent's court.	Performs an over-the-shoulder forearm bump.			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			
	% of time	% of time	% of time	% of time	% of time			

Defensive Play Sheet

NAME	Remains and covers own playing area.	Returns volley across the net.	Attempts to block/stop opponent's ball from crossing the net.	Blocks/stops opponent's ball from crossing the net.	Blocks/stops opponent's ball without touching the net.				
	% of time	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time	% of time				
	% of time	% of time	% of time	% of time	% of time				

Knowledge Of The Game Sheet

NAME	Understands the limitation of three volleys per side.	Understands violations (i.e., net ball, carrying, touching the net).	Adapts ability to volley, block and serve.	Learns how to strategically play ball.	Plays cooperatively and competitively.	Understands win/lose of serve.		
	% of time	% of time	% of time	% of time	% of time	% of time		
	% of time	% of time	% of time	% of time	% of time	% of time		
	% of time	% of time	% of time	% of time	% of time	% of time		
	% of time	% of time	% of time	% of time	% of time	% of time		
	% of time	% of time	% of time	% of time	% of time	% of time		
	% of time	% of time	% of time	% of time	% of time	% of time		

DATE _____

Sports Skills Assessment Record Sheet

NAME	PREVIOUS EXPERIENCE: HAS PARTICIPATED	PREVIOUS EXPERIENCE: NEVER PARTICIPATED	LEVEL OF ACHIEVEMENT: BEGINNER 0-10	ROOKIE 11-20	WINNER 21-30	CHAMP 31-40	SUPER CHAMP 41-50	SUPERSTAR 51-60	LEVEL OF INDEPENDENCE: NEED PHYSICAL ASSISTANCE	NEEDS DEMONSTRATION	RECEIVES VERBAL ASSISTANCE	RECEIVES NO HELP
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4
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	1	2							1	2	3	4
	1	2							1	2	3	4
	1	2							1	2	3	4

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